

Content/ Windows	Theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's choices								
Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson one	Students will : <ul style="list-style-type: none">• Use maps to identify regions in Egypt.• Identify physical features using a topographic map.• Create a legend for a topographic map Key vocabulary : <ul style="list-style-type: none">• Delta• Geography• Legend• Mediterranean Sea• Flooding• Valley• Red Sea	<ul style="list-style-type: none">• Read the story silently.• Read along.• Read and follow instructions.• Share ideas and observations of the map.• Raise hands to answer.• Add "sea level" to the legend.• Share ideas.• Draw a triangle around the Nile Delta on the map in their student books.• Label the Nile Delta on the map.• Share ideas, record in legend.• Use Think Time to review the map legend.• Color in the outline of the map of Egypt.• Explain original maps to Shoulder Partner.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment			
						33: 37	- Calling sticks Shoulder partner -Think Time	what “geography” means?	<ul style="list-style-type: none">•Student book•Pencil•Crayons• Chart paper or board•Markers	Non-Discrimination Citizenship	share your map of Egypt with your Shoulder Partner. Explain the colors in your legend. Explain why you used those colors and what they mean.			
Self-reflection's Teacher				<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson two	Students will : Key vocabulary: •Investigate different types of boats. •Build a model boat. •Order a set of objects from least to greatest.	<ul style="list-style-type: none">• Share a job with a Shoulder Partner.• Read the story silently.• Read along.• Review the pictures of the boats, circle their favorite, and share what they already know about boats.• Draw a square around their Shoulder Partners’ favorite boats.• Popcorn ideas for the main function of different boat styles.• Silently attempt to match up the components of the drawing of the boat with the picture of the boat.• Work with Shoulder Partner to match up the components of the drawing of the boat with picture of the boat.• Cut out pieces of the pattern provided.• Trace components onto the cardboard.• Read the directions.• Test boats in the water and make a list of how much cargo the boats can hold.• Watch as others test their boats and return to seats after testing to discuss question with Shoulder Partner.• Assemble in groups and discuss.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment			
						38 : 41	-Calling sticks -Shoulder partner -Popcorn -Think Time -Model	Why do you think this information could be important for planning our trip?	<ul style="list-style-type: none">• Student book•Pencil/Crayons• Chart paper or board/ Markers• Scissors• Cardboard from recycling. Marbles, rocks, and other 1 cm sized (or smaller) solid objects (as cargo for model boat) <ul style="list-style-type: none">• Tape• Bucket or tray filled with water	Non-Discrimination Citizenship	We have begun to think about boats on the Nile River, which is such an important part of Egypt.			
Self-reflection's Teacher				<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson three	<p>Students will :</p> <ul style="list-style-type: none">• Read a weather map.•Build an anemometer. <p>Key vocabulary:</p> <ul style="list-style-type: none">•Anemometer•Celsius•Thermometer	<ul style="list-style-type: none">• Review previous learning.• Share ideas.• Read and follow directions in student book.• Share ideas with Shoulder Partner.• Turn to the correct page and read the directions.• Help each other to mark on the map.• Share ideas.• Work with Shoulder Partner.• Turn to the correct page and read the directions.• Share observations.• Check in with Shoulder Partner.• Popcorn to share ideas.• Read the first direction silently.• Make and test anemometers.• Record wind level.• Work with Shoulder Partner.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment			
						42 : 47	-Calling sticks -Shoulder partner - Think Time. -Popcorn - Model	What are the ways that weather may affect our trip along the Nile River?	<ul style="list-style-type: none">• Student book• Pencil/Crayons• Chart paper or board• Markers• Three small paper cups per student (preferably with previously punched holes)• One straw per student• One pencil per student for anemometer• One push pin per student	Non-Discrimination Citizenship	Today we have learned about weather in Egypt and how to use a weather map.			
Self-reflection's Teacher				<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson four	<p>Students will :</p> <ul style="list-style-type: none">Describe directions on a map using cardinal directions.Locate pyramids on a map of Egypt.Calculate distances between places on a map. <p>Key vocabulary :</p> <ul style="list-style-type: none">EastNorthSouthWest	<ul style="list-style-type: none">Discuss weather and complete the day’s data on the page, My WeatherShare ideas. Mark current location.Thumbs Up or not.Turn student books upside down.Respond using Number Sign.Arrange accordingly, look at the picture, and discuss.Turn student books upside down.Look at picture, Thumbs Up or not.Fill in the box.Respond and fill in the boxes in their student books.Consider the question.Draw in student books.Complete the sentence in their student books.Look at the satellite images of the pyramids and discuss.Mark their town and draw a line to Giza.Make a ruler by tracing the scale on another piece of paper.Use a scale to estimate the distance to Giza.Enter the number of segments used in their student books.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment			
						48 : 53	-Calling sticks Shoulder partner - Think Time. -Thumbs Up - Turn and Talk -Number Sign. -Model	Fill in the large weather report chart with new values.	<ul style="list-style-type: none">Student bookPencilCrayonsChart paper or boardMarkers	Non-Discrimination Citizenship	How you might measure the distance from our school to your home.			
Self-reflection's Teacher				<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson five	Students will : <ul style="list-style-type: none">•Use observation skills to explain erosion.•Model wind and water erosion by experimentation.•Conduct team behaviors to complete a task. Key vocabulary : <ul style="list-style-type: none">• Erosion• Stream table	<ul style="list-style-type: none">• Complete the table of distances with a Shoulder Partner.• Discuss weather and complete the day’s data on the page, My Weather Report.• Discuss ideas.• Share ideas.• Reexamine photos and define wind erosion in own words.• Think and share.• Assign role of supply manager to two group members.• Choose team leader and collect supplies.• Choose roles so that everyone in the group has a job.• Read directions and consider the questions.• Read two questions for the class.• Prepare for experiment.• Count off and make certain group members are ready.• Reflect on the experiment and answer big picture questions.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment		
						54 : 58	Brainstorm Shoulder Partner Think Time Calling Sticks Gallery Walk Model	Read and follow the directions, working with a Shoulder Partner.	Student book <ul style="list-style-type: none">• Pencil• Crayons• Chart paper or board• Markers• Stream table supplies per group	Non-Discrimination Citizenship	-The erosion— where the sand started and where it is now.		
Self-reflection's Teacher			<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson six	<p>Students will :</p> <ul style="list-style-type: none">•Define and give an example of erosion.•Brainstorm as a team.•Plan a schedule for a tourist to visit their city. <p>Key vocabulary :</p> <ul style="list-style-type: none">• Tour• Tourist	<ul style="list-style-type: none">• Discuss weather and complete the day’s data in the weather chart.• Connect past learning to project goals.• Share ideas (tourism).• Use Think Time to consider interesting local places.• Raise hands to share ideas.• Record and respond to ideas on charts.• Read charts and return to seats.• Use Think Time to imagine a tourist or group of tourists, then record in the student book.• Record four locations for their tours.• Design one-day local tours.• Find a partner, listen, and share ideas.• Reflect on the day’s work.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						59 : 62	<ul style="list-style-type: none">• Think Time.• Calling Sticks.• Shoulder Partner.• Popcorn.• Hands Up, Pair Up• Think Aloud• Model• Thumbs Up	Discuss weather and complete the day’s data in the weather chart.	<ul style="list-style-type: none">• Student book• Pencil• Crayons• Chart paper or board• Markers	Non-Discrimination Citizenship	How do you think learning about reading maps, weather, and even erosion will help us with our Share project?
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>		

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson seven	Students will : <ul style="list-style-type: none">•Research cities of Egypt using technology.•Collaborate to determine important information.•Define tasks and complete specified goals.•Discuss key details in a story. Key vocabulary : <ul style="list-style-type: none">• Al Fayyum• Alexandria• Aswan• Asyut• Giza	<ul style="list-style-type: none">• Discuss weather and complete the day’s data in the weather chart.• Respond and share comments.• Read the story with partners.• Share experiences.• Share how others helped them learn.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						63 : 65	-Calling sticks -Shoulder partner - Ask 3 Before Me - Popcorn - Thumbs Up	- What were Samir and Nour doing when Hossam came to visit? <ul style="list-style-type: none">• Did Hossam enjoy his trip? How do you know?	- Student book - Pencil - Crayons - Chart paper or board - Markers	Non-Discrimination Citizenship	Who will find local sites to visit? Who will find the weather and carefully measure the distance from where we live to the city?
Self-reflection's Teacher			Exceeds expectations		Meets expectations		Sometimes meets expectations		Below expectations		

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson eight	Students will : <ul style="list-style-type: none">• Use proper intonation and emotion when reading a script orally.• Determine important elements to include in a commercial.• Collaborate to write a radio script.	<ul style="list-style-type: none">• Discuss weather and complete the day’s data in the weather chart.• Brainstorm ideas.• Follow along as the teacher reads.• Practice reading the script, providing feedback to group members.• Listen and give feedback to other groups.• Explain what was in the commercial.• Discuss engaging parts of the script.• Share ideas.• Work cooperatively to begin scripts.• Share learning with partners.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						66 : 68	- Calling sticks -Shoulder partner - Ask 3 Before Me - Popcorn - Thumbs Up - Brainstorm	Discuss weather and complete the day’s data in the weather chart.	<ul style="list-style-type: none">• Student book• Pencil• Crayons• Chart paper or board• Markers	Non-Discrimination Citizenship	What did you do today to become a better reader and a better writer?
Self-reflection's Teacher				Exceeds expectations		Meets expectations		Sometimes meets expectations		Below expectations	

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson nine	Students will : <ul style="list-style-type: none">• Speak clearly and with emotion while presenting a radio commercial.• Give appropriate feedback to other students.• Survey students to collect data.	<ul style="list-style-type: none">• Discuss weather and complete the day’s data in the weather chart.• Share ideas.• Review the page.• Present commercials. Record information as other groups present.• Follow directions to walk in groups to vote.• Talk about strategies to count hash marks and record.• Check for understanding.• Complete page with partners.• Reflect together about the day.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment	
						69 : 71	-Shoulder partner -Think Time - Calling sticks	Discuss weather and complete the day’s data in the weather chart.	<ul style="list-style-type: none">• Student book• Pencil• Crayons• Chart paper or board• Markers.	Non-Discrimination Citizenship	What will you share with your family about your performance as a radio announcer?	
Self-reflection's Teacher			<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations		<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson ten	Students will : <ul style="list-style-type: none">Graph weather data and compare information.Reflect on learning over time.	<ul style="list-style-type: none">Discuss weather and complete the day’s data in the weather chart.Use experiences and new understandings to respond.Compare and check each other’s work closely for errors.Reflect on learning.Write responses in complete sentences.Share gratitude and feedback on how groups worked together and helped each other.	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						72 : 73	-Calling sticks Shoulder partner Model Think Time	Use experiences and new understandings to respond.	<ul style="list-style-type: none">Student bookPencilCrayonsChart paper or boardMarkers	Non-Discrimination Citizenship	Who can summarize what we have studied in this chapter?
Self-reflection's Teacher		<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>

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